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Overseas Career Development Policy and the Innovative Policy Agenda for Career Education in Korea

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This study emphasizes the role of career development as a bridge between promotion of lifelong learning and public policy in an uncertain future, and it was conducted with the purpose of seeking development plan of the career education in Korea through review of overseas career development policy.

The purpose of this study was to collect and analyze overseas career development policies and therefore, to propose future innovative policy agenda and implications for career education in Korea. Specifically, this research has the purpose of presenting the future direction of career education in the following three areas; program and content of career development, career development practitioners' training, and career service innovation.

For this purpose, we reviewed the research literature on overseas major career development institutes such as ELGPN and ICCDPP to draw out public policy key issues that consistently go to domestic and foreign countries. Also, we revised the history of career education policy since 1982 in Korea. Moreover, based on the recommendation of the career development public policy by OECD's career education experts who came to Korea in 2002, we conducted the FGI (Focused Group Interview) of local career development experts to see how the level of Korea's career development public policy has improved as of 2017.

This study suggested a new innovative agenda for career education policy in Korea. The innovative policy agenda of career education consists of four primary directions, four basic preconditions, and the detail 30 tasks-to-be from elementary education level to life-long learning level by three key areas of career development issues (① program and contents, ② career development practitioners' training, and ③ career service innovation).

The four primary directions for career education innovation in Korea are as follows.

1. Establishment of career education system via the viewpoint of life-long & life-wide
2. Ensuring the access and equity of career education for all
3. Expanding the career education learning right from the students to all the people (learners)

4. Revitalization of effective public policy by establishing lifelong career education system

Also, the four basic preconditions for career education innovation in Korea are as follows.

1. Expanding the social consensus and awareness of the importance of career education
2. Exert and robust national (government) leadership in career education
3. Mutual understanding-oriented communication and cooperation between ministries and agencies such as Ministry of Education, Ministry of Labor, and Ministry of Gender Equality & Family
4. Evidence-based policy evaluation and continuous quality improvement efforts

The specific 30 tasks for the career education innovation in Korea in three key areas are as follows.

1. Program and contents	
Elementary and Secondary Education Level	<ul style="list-style-type: none"> • Mandatory operation of career education for promoting student learning rights • Development, dissemination, and diffusion of school career-centered curriculum operating model focused on school level and type • Expand the programs and contents of the social considerations groups
Higher Education Level	<ul style="list-style-type: none"> • Activation of career development competency oriented program and content • Require of continuous career education performance measurement • Formulate the basis and foundation for university career education provision via amendment of Career Education Act
Lifelong learning	<ul style="list-style-type: none"> • Supporting lifelong learners' sustainable career development through revision of Lifelong Education Act • Development of lifelong learners' programs and contents for each type of individual career needs, and dissemination of guidelines and manuals • Compulsory of the provision of career services for lifelong learners
Public Employment Services (PES)	<ul style="list-style-type: none"> • Expansion of PES clients and strengthening support for career development • Focusing on qualitative indicators (motivation, recovery of confidence, reduction of negative emotions, etc.) in PES performance evaluation • Establishing of a secure service quality evaluation system for PES
Coordination and Leadership	<ul style="list-style-type: none"> • Promote of importance for career education through public broadcasting and the media • Encourage the active cooperation between related stakeholders such as school, university, life-long learning, and PES

2. Career development practitioners' training	
Elementary and Secondary School Level	<ul style="list-style-type: none"> • Reorganization of qualification process to a unified structure based on the efficiency and validity • Providing the contents including future needed competence and active teachers' participated course in training
Higher Education Level	<ul style="list-style-type: none"> • Expand the professional career development practitioners and promotion of the practitioners' professional capacity • Establishment of the linked qualification standard between similar occupations such as career-dedicated teachers or career counselors at the PES • Enhance the quality of career services by strengthening employment stability for college career education staff
Lifelong learning	<ul style="list-style-type: none"> • Enact the placement of career development practitioners in lifelong learning institutes into the Lifelong Education Act • Establish the qualification, recruitment, and training structure of the instructor in support of continuous career development of lifelong learners • Provide of the customized service through an allocation of career development practitioners
Public Employment Services (PES)	<ul style="list-style-type: none"> • Ensure the specific and segregated duty assignments of practitioners in PES sector for supporting the professionalism • Establishment of the career development support work as a professional task of PES practitioners and expand the practitioner's expertise opportunities • Improvement of the system that distinguishes PES duties as administrative tasks (employment insurance, unemployment benefit duties, etc.) and career development support tasks
Coordination and Leadership	<ul style="list-style-type: none"> • Establish the constitutional monitoring system for regular adult learners' lifelong learning and career development needs • Support of professionalism through professional associations or associations networks that integrate career development staff
3. Career service innovation	
<ul style="list-style-type: none"> • Include the career development competencies into the national curriculum, lifelong education, and training in the context of lifelong learning involving all ages and developmental stages of individuals • Establishment of a monitoring system linked to the goals of public policy, such as social integration, reduction of crime rate and suicide rate, and mental health of the people, in the performance indicators of career education • Enhancing the network between various stakeholders and fields such as public, private, institutional, and community 	